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ABSTRACT

The Model Teacher Induction Project will: (1) identify needs of beginning teachers; (2) develop and implement a model teacher induction program designed to meet those needs; (3) assess the effects of the model program on new teachers in a school setting; (4) inform the teacher education community about the program; (5) study the subsequent adoption of the program in other settings; and (6) produce user-oriented staff development resources for those working with new teachers. Components have been anticipated and planned for: (1) classroom management; (2) interactions with parents; (3) organization of content and instruction; (4) teaching skills; (5) evaluation of pupils; (6) accommodating workplace norms; and (7) the change process. Data on the effectiveness of the components are gathered through interviews, observations, journals, conferences, and administration of the Stages of Concern Questionnaire. Analysis is primarily qualitative and focuses on identifying: (1) the needs of new teachers; (2) how new teachers are affected by the program; and (3) factors affecting adoption of the program in other settings. Appended to this description of the program are sample forms used in its implementation. (Author/JD)

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Research and Development Center for Teacher Education

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MODEL TEACHER INDUCTION PROJECT

RESEARCH DESIGN FOR A DESCRIPTIVE STUDY

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and

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R&D Report No. 7200

SP 026843

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Strategies for Improving Teacher Education

Leslie Huling-Austin, Program Director

July 1984

MODEL TEACHER INDUCTION PROJECT

Abstract

The Research and Development Center for Teacher Education has initiated a cross-Center research and development activity within the Strategies for Improving Teacher Education (SITE) program called the Model Teacher Induction (MTIP) project. The project will (1) identify needs of beginning teachers, (2) develop and implement a model teacher induction program designed to meet those needs, (3) assess the effects of the model program on new teachers in a conventional school setting, (4) inform the teacher education community about the model program through a communications network and working conferences, (5) study the subsequent adoption of the model program in other settings, and (6) produce user-oriented staff development resources for those working with new teachers.

Drawing upon past research conducted at the Center, components have been anticipated and planned for (1) classroom management, (2) organization of content and instruction, (3) teaching skills, (4) interactions with parents, (5) evaluation of pupils, (6) accommodating workplace norms, and (7) the change process.

Data on the effectiveness of the components will be gathered through interviews, nonparticipant observations, journals, classroom observation, audiotaped conferences, and repeated administration of the Stages of Concern Questionnaire. Analysis will be primarily qualitative and focus on identifying (1) needs of new teachers, (2) how new teachers are affected by the program, and (3) factors affecting adoption of the program in other settings.

Findings will be disseminated through professional journals and meetings, regional and local workshops and conferences, written and electronic media, and a satellite network developed for the MTIP. The work is potentially useful to individual practitioners, local school districts, intermediate service agencies, institutions of higher education, state departments of education, professional organizations, and other researchers.

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Introduction

This proposal outlines a descriptive study of the induction of beginning teachers into their respective work places. The components of this proposal include a rationale for the study, a definition of purpose, a conceptualization of the study, specific research questions, a review of related literature, the design and research procedures, and implications of the findings.

Statement of the Problem

Widespread public concern exists regarding the nature and quality of schooling received by pupils in the public schools. Responses to the concern often focus on improving the quality of teaching in classrooms. Increasingly, attention is being directed toward the specific needs of new teachers through state-mandated induction programs which offer support for, as well as increased assessment of, the new teacher. While some features of induction programs are research based, others have not been extensively studied. The Research and Development Center for Teacher Education at The University of Texas at Austin will develop and field test a Model Teacher Induction Project (MTIP) to contribute further to the knowledge base of teacher induction.

Previous research suggests the need for additional study of the induction period of teaching. Statistics reveal wide discrepancies in the numbers of potential teachers entering teacher education programs and the projected numbers of teachers needed in the future (Feistritzer, 1983). As the demand for teachers increases, retention of trained teachers will be critical, and evidence suggests that successful induction to teaching may enhance retention (Tisher, 1979). Further, concern for the difficulties

encountered by new teachers as they enter the profession is well documented (McDonald, 1980; Ryan, 1970; Tisher, 1978).

More specifically, the National Center for Education Statistics estimates that the demand for new teachers between 1986 and 1990 should reach 197,000 per year and at the same time, the number of people entering college to prepare themselves for a career in education has steadily diminished (Feistritzer, 1983). A shortage of teachers is imminent and retaining new teachers in the profession is therefore critical. An examination of how beginning teachers are inducted into their respective schools and school systems would generate research-based information regarding the development of competent professional teachers.

In response to public pressure to improve the quality of schooling by improving the quality of teaching in the schools, state departments of education are starting to concentrate on the beginning teacher. Policies relating to the induction period are being formed and implementation is moving ahead, often without benefit of knowledge bases. Such institutional responses range from precisely stated expectations to broadly stated goals for professionalism (Griffin, 1983). Further research into the institutional responses to the needs of new teachers and the effects of those responses is needed.

The need for assistance for new teachers in several areas of teaching responsibility is evident in the literature. Johnston and Ryan (1980) identified from their review of the literature four common problems of new teachers: planning and organization, evaluation of students' work, motivation of students, and adjustment to the teaching environment. Although acquisition of teaching skills has been the focus of numerous studies (Fogarty, Wang, & Creek, 1982; Johnston, 1981; McEwing, 1981; Pigge,

1978), little classroom based research has been conducted specifically with new teachers (McDonald, 1980), especially in the areas of planning and organization of content and instruction.

Two major areas of concern for new teachers as they prepare for the beginning of school are classroom management and the organization of content and instruction in the subject(s) to be taught (Emmer, Evertson, Sanford, Clements, & Worsham, 1984). Classroom management deals with skills, behavior, and activities that promote student involvement in classroom activities and that prevent or minimize disruptive behaviors. The organization of content and instruction refers to the way in which the teacher sequences and arranges topics in the curriculum, the activities that are chosen to convey the curriculum, and the knowledge the teacher possesses about the subject as it relates to the grade level content. Topics within the two areas overlap in some cases: e.g., accountability procedures have both a management and a content goal; the design and conduct of instructional activities have a great impact on management effectiveness (Good, 1981).

Although interacting with parents is a common requirement of teaching, teachers do not receive much in training in this area. Research involving student teachers documents a general disquiet and uneasiness in dealing with parents. Experienced teachers view parent conferences as extremely valuable means of communicating with parents, however, they also report that learning to communicate with parents was learned-on-the-job, by trial-and-error (Barnes, 1983). It is reasonable to assume that new teachers experience similar problems dealing with parents and would benefit from further training and additional support in this area.

In addition, recent federal legislation has promoted more parent involvement in the schools, especially in matters of special education (Moles, 1981). Interaction between parents and teachers may therefore increase rather than decrease in the future. The nature of parent involvement in schools has not been a frequent subject of investigation, and as a consequence, little has been published on the topic. The research that has been conducted does suggest the importance of training teachers in communicating with parents (Filipczak, 1977; Lightfoot, 1978; Hubbell, 1979; Hymes, 1984). Effective communication with parents encourages positive parental attitudes toward the school; such attitudes have been found to positively affect the achievement of pupils (Bronfenbrenner, 1981).

Evaluation of pupil progress is a third area of need for beginning teachers indicated by previous research. Teachers seldom give attention to evaluation (Morine, 1975; Shavelson, 1983; Taylor, 1970; Yinger, 1982); however, when they do focus on evaluation, they consider it the "most difficult aspect of teaching" (Barnes, 1983). Possibly, teachers approach evaluation with a negative attitude and have not resolved the conflict of evaluation criteria (effort vs. achievement). Additionally, they may be concerned about the feelings of those being evaluated. Subjective criteria were more often used than objective criteria when students were involved and evaluation of pupil progress was equated simply with grading and assigning marks. Little evidence of knowledge of techniques and processes of evaluation, in the broader sense, has been found (Barnes, 1983).

Still another key area of concern for new teachers is documented in the work of Tisher (1979) who emphasizes the importance of new personal and professional relationships as beginning teachers move into the school setting. McDonald (1980) seconds the importance of reducing "trauma,

suffering, and floundering" of the beginning teachers as they learn about teaching in particular school and community settings.

A critical component of the study for teacher induction is an accurate assessment of needs in order to formulate appropriate responses to those needs. The Concerns-Based Adoption Model offers a unique approach to the identification of concerns (Hall, Wallace, & Dossett, 1973). Unlike much past and current research which is focused at the organizational level, the CBAM is centered on the needs of the individual who is experiencing the change process. For the beginning teacher, the change involved is the developmental process of becoming a teacher. Various persons, including support or peer teachers, school and district administrators and consultants, and teacher educators all serve as change facilitators in assisting the new teacher. One dimension of the Concerns-Based Adoption Model, Stages of Concern, is particularly useful for inclusion in a teacher induction program since it can provide insight for change facilitators.

The concept of Stages of Concern is founded in the work of Frances Fuller who worked with preservice teachers (Fuller, 1969). Fuller found that as students moved through their teacher education program their concerns evolved in a developmental sequence. These concerns ranged from unrelated concerns to early concerns about "self," to concerns about "task," and finally to concerns about "impact." These stages were later expanded and became Stages of Concern (SoC). The SoC concept was extended and applied to concerns about any new program or innovation. Hall and Loucks (1978) identified seven kinds of concerns that individuals can experience at various points in the change process (Hall & Loucks, 1978). Concerns theory, based on the premise that change can best be facilitated if the

person undergoing change is provided with appropriate assistance targeted at their current concerns, has been applied in various settings.

The MTIP will enable both the Center staff and the school and district facilitators to assess beginning teachers' concerns and to design a program of assistance structured around those concerns. It is anticipated that training will be provided to support teachers on the Concerns-Based Adoption Model and Stages of Concern, and that the Center staff will be using these concepts in the design and development of the program.

In sum, there are many unanswered questions regarding transition into the teaching profession. The answers to these questions may serve as guidelines for both state departments and school districts wishing to attract and maintain a quality teaching work force.

Rationale

Research regarding new teachers and their transition into the role of teacher has tended to be problem-focused. New teachers' perceptions of themselves regarding the difficulties associated with assuming the teacher role have been collected in either an ongoing or post hoc manner. These studies have assisted researchers and practitioners in becoming more sensitive to the complexities related to becoming a teacher. Further, research and observation of practice have verified the need to both better understand such complexities and to formulate means to assist new teachers in dealing with them.

MTIP defines induction as the process of transition from student of teaching to teacher. The definition of induction program is a systematically planned and implemented process conducted during the first year of teaching and directed toward stated outcomes. It is the second definition that has guided the preparation of this research proposal.

The study proposed herein is an assistance induction program designed to examine specific issues facing new teachers such as beginning the school year, classroom management, organizing instruction, grading and evaluation of pupils, and learning about the school and community setting. It is an attempt to understand the issues confronting new teachers, to respond to those issues, and to evaluate those responses.

Furthermore, since the MTIP is a responsive program requiring frequent assessment of needs and responses to those needs, an additional objective is to study the MTIP as it undergoes processes of program design, development, implementation and evaluation.

Objectives

The three program areas (Research on Classroom Learning and Teaching, Research in Teacher Education, Research on the Improvement Process in Schools and Colleges) of the Center are cooperatively developing a field test of research-based program components intended to address the needs of beginning teachers. The objectives of the study are:

1. To identify needs of beginning teachers, support teachers, and local school administrators as new teachers move through the induction period.
2. To develop program components in response to those needs, and to study the effects of the responses.
3. To study the research and development process from planning through implementation, data collection, data analysis, and dissemination.
4. To maintain a network of institutions with an interest in the continued development of the R&DCTE's Model Teacher Induction

Project and replication of self-selected components of that project.

5. To study the contextual and organizational factors that affect the transfer of the program components to other settings.

Conceptualization of the Study

The Model Teacher Induction Project is an in depth look at new teachers and support teachers as they go about the daily work of teaching and as they encounter both district-provided and MTIP-sponsored staff development activities related to induction of new teachers. Research questions are formulated to address three levels of inquiry (see Figure 1). The most basic level will be "Research on Participants and Practice." This level describes the teaching and supervisory practices of participants and the school and community contexts within which induction takes place.

The second level of the MTIP design is "Research on the MTI Project." At this level, the MTIP components are described and evaluated by participants and MTIP staff. This investigation will provide valuable information about the effectiveness of the MTIP components and suggestions for their improvement.

The third level of the MTIP design addresses "Research on the Research and Design Process." The planning and decision-making processes which the MTIP staff engaged from initial stages of the research project through data collection, analysis, and report writing will be described. This information will provide an interesting and unique look at a research team in the process of conducting their research much as the first level of the design describes how teachers participate in the daily business of teaching.

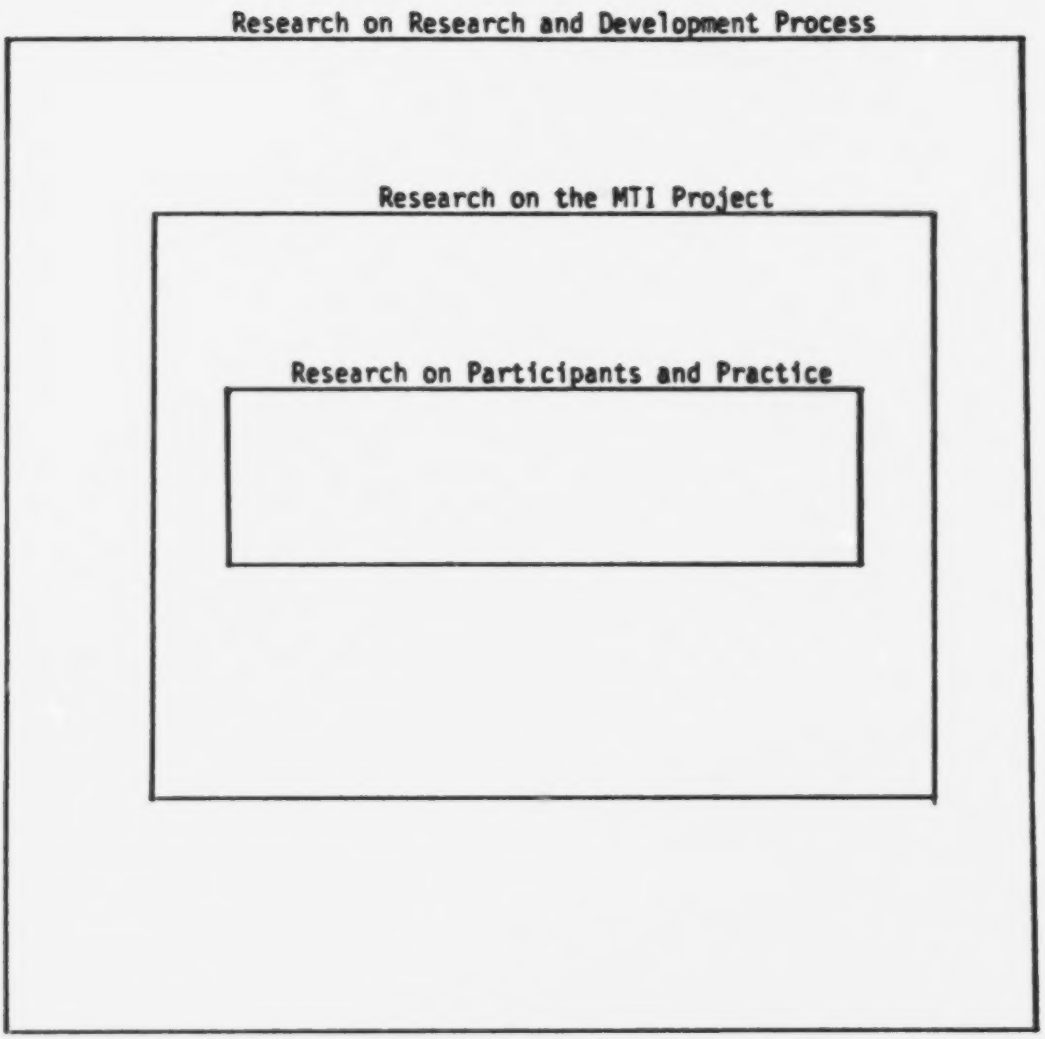
Research on Research and Development Process
Research on the MTI Project
Research on Participants and Practice

Figure 1.

Research Questions

The MTIP will answer research questions which coincide with the conceptualization of the study.

Research on the Research and Development Process

1. What are the processes used in designing and implementing the MTIP?

Research on the MTI Project

1. What is the nature of the intervention?
2. What are the effects of the intervention?
3. What factors affect implementation?
4. What factors affect transferability of the program and/or its components?
5. What are some needs/concerns of the participants not addressed?

Research on Participants and Practice

Participants

1. What are the personal/professional characteristics of beginning and support teachers? principals?
2. What teaching skills do beginning teachers and support teacher bring to teaching?
3. What needs/concerns do beginning and support teachers have? How do they change over time? To what do they attribute any changes that occur?
4. How do new teachers and support teachers conceive: a) classroom management (appropriate student behavior), b) their content (goals and activities), and c) task systems (getting work accomplished, and content learned)? How do these conceptions change during the induction year? To what do they attribute any changes that occur?

Practice

5. What are the characteristics of the classroom, school and community setting?
6. How are support teachers selected? What criteria are used?
7. What do site facilitators (support teachers, building administrators, central office staff, etc.) do to influence teacher induction?
8. What is the nature (process, content, effects) of the support teacher/beginning teacher interactions?
9. What are the teaching practices (especially classroom management, organization of academic tasks, and the conduct of instruction) of beginning and support teachers? How do these practices change over time? To what do they attribute any changes that occur?

Interactions

10. What personal/professional characteristics are related to the interactions of the support and beginning teachers in the MTIP?
11. What is the relationship between the actions of facilitators and the concerns of new teachers?
12. How do conceptions of teaching relate to (a) personal/professional characteristics of teachers, (b) the classroom and school setting, and (c) to the MTIP interventions?
13. How do teaching practices relate to (a) personal/professional characteristics of teachers, (b) the classroom and school setting, and (c) to the MTIP interventions?
14. What is the relationship between the MTIP intervention and interactions of participants?

Sample

Subjects in the MTIP will be a small sample of teachers who are in their first year of teaching at the middle school level. Ideally, all first year teachers at the study schools will participate and will be provided with a support teacher who will be selected by the school principal. Support teachers should be teachers who have been judged to be successful and are willing to help a new teacher. If possible, the support teacher should teach the same subject and grade level as the new teacher and have their classroom located in the same area of the building as the new teacher's.

The project will also involve additional participants in particular activities. These participants would be some subset of the faculty and administration who have an interest in assisting the participating beginning teachers. These persons might include principals, assistant principals and department heads.

Data Sources

Various data sources will be utilized in the MTIP: the Stages of Concern Questionnaire, Hunt's Paragraph Completion Test, journals, nonparticipant observation, interviews, classroom observations, audiotapes of conferences, MTIP minutes of staff meetings, and Contact Report Forms.

Stages of Concern (SoC). The notion of "Stages of Concern" is drawn out of the work of Fuller (1969) who proposed phases of concern in teacher development: a preteaching phase (non-concern), an early teaching phase (concern with self, followed by concerns about management), and a late teaching phase (concern with pupils). Continued research with the concerns model at the Research and Development Center for Teacher Education at The University of Texas at Austin identifies seven stages of concern:

awareness, personal, informational, management, consequence, collaboration, and refocusing (Hall & Loucks, 1978). It is hypothesized that there is a developmental movement through these stages during which the intensity of certain concerns first must be resolved (lowered in intensity) before later ones can emerge (increase in intensity).

The Stages of Concern (SoC) questionnaire (Appendix A), a 35-item instrument, was designed to measure the respondents' stages of concern relative to an innovation. The five items representing each stage on the questionnaire were selected to insure high levels of internal reliability. Studies indicated the coefficients of internal reliability for the seven stages range from .64 to .83; test/retest reliability coefficients on the instrument range from .65 to .86. The validity of the SoC questionnaire has been investigated using intercorrelation matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time.

In this proposed study of teacher induction both the concerns of new teachers and change facilitators will be measured using SoC. New secondary teacher concerns will be measured as they relate to their role as a first-year teacher. Administrators and support teachers' concerns will be measured as they relate to their facilitating role in the induction program (Appendix B).

Paragraph Completion Test (Conceptual Level). The PCT (Appendix C) is a measure of development which is based on the Conceptual Systems Theory of Harvey, Hunt, and Schroder (1961). The model describes a regular series of stages (conceptual levels) through which individuals move as they become more able to cope with complexity. It is assumed that the way in which a person organizes his or her world, particularly interpersonal relationships,

reflects the conceptual level of that person. The PCT is designed to evidence the ways in which a person organizes his or her interpersonal world (Schroder, Drives, & Streufert, 1967). The subject is asked to write two or three sentences in response to each of five sentence items. The items present control or constraint ("What I think about rules..."), discrepancy ("When I am criticized..."), or uncertainty ("When I am not sure...") to which most subjects respond with an attempt at resolution. Schroder et al., (1967) report that such resolution responses result in high inter-rater reliability and construct validity. Item-test correlations range from .57 to .75. Split-half reliability is .70.

Journals. In order to record many of the thoughts and actions of the teachers participating in the induction experience, they will be asked to keep personal journals regarding their experiences. The purpose of these journals will be to gather more detailed information about the activities, interactions and experiences of each teacher. Journal data will serve as a complementary data source; tapping information that participants may be unwilling or unlikely to share during an interview session. Journal guidelines are contained in Appendix D.

Nonparticipant observation. As induction activities occur, especially those of critical importance, the MTIP staff will engage in nonparticipant observation of those activities. This type of observation will preserve data about the activity's participants, content and process, context, and observer clinical judgments of patterns, critical incidents, and more general impressions. In order to minimize intrusion into the social and educational processes being studied, observers will be trained in observation methods. Examples of nonparticipant records are contained in Appendix E.

Interviews. Several interviews will be conducted with each member of the study by staff members trained in the skills of ethnographic interviewing. Prior to data collection, staff members will take part in a workshop on interview techniques.

Specific content of the interviews will by necessity be structured around the particular concerns and issues of the interviewee as they emerge during the course of the semester. A background questionnaire will provide some basic demographic information, school experience and history, family history and teaching background prior to the beginning of school and the first interview will explore each of the participants' basic views of teaching and their orientation toward their new teaching assignment. Throughout the semester, the new teachers will be interviewed about their satisfaction with the induction program components and will be asked about the effectiveness of the experience.

There will continue to be interviews with all participants throughout the semester. These interviews will be structured around Spradley's (1980) ethnographic interview methodology. Examples of interview guidelines and several interviews are included in Appendix F. This interview list is purposely incomplete to allow interviewers to explore issues that emerge throughout the semester.

Classroom observations. Another aspect of the data collection procedures will be an account of classrooms in which teaching takes place. Observers will complete the Classroom Activity Record which notes activity segments, time points, and a rich narrative record. Observers will be trained to 80% interobserver agreement on a criterion videotape. MTIP staff having extensive experience in classroom observations, will engage in this activity. In addition, Student Engagement Ratings and Component Ratings

will also be completed. Forms to be completed from classroom observations are included in Appendix G.

Conference audiotapes. Information will be obtained about the formal and informal conferences that take place between new and support teachers. The participants will be asked to audiotape some of these conferences. Tape recordings rather than observations will be used because they are thought to be less intrusive than direct observation.

MTIP staff records. To document MTIP staff actions in the research and development process, minutes will be maintained of all staff meetings. All contacts with subjects will also be documented on a Contact Report Form. An examples of this form is included in Appendix H.

Data Analysis

Although the MTIP is mainly a demonstration project, the impact of that effort will be assessed. Data analysis will be related to that assessment and will be largely qualitative in nature. Important themes to be traced through the data will be (1) what makes an intervention memorable to the participants and (2) how the interventions impact practice. As a first step in the analysis process, qualitative data will be coded to the research questions.

The major emphasis of the data analysis is a meticulous process-tracing of the way the teachers interpret interventions and attempt to implement the courses of action suggested. Many of the criticisms made of process-product studies of teaching could be applied to process-product studies of teacher training. Most importantly, the teachers' cognitive mediations of intervention and outsiders' advice deserves attention. Given the absence of experimental controls in this study, it becomes even more important to identify the way interventions influence teachers, rather than simply to try

to measure whether or not they seem to have an effect. Process-tracing provides information about how and why the model program has an effect on teachers--which portions of the program work and why--and allows for more principled and effective design and modification of future versions of the program. This process-tracing will include the journal data, nonparticipant observation, interviews, classroom observations, and audiotapes.

Stages of Concern

Analysis and interpretation of quantitative data including the Stages of Concern Questionnaire will be the responsibility of the Research in the Improvement Process program area which has extensive experience and well developed analytical techniques available for the task.

Hunt's Paragraph Completion

The Hunt's Paragraph Completion will be scored by a qualified scorer. It will be considered as descriptive data only due to the small member of subjects.

MTIP Staff Records

MTIP Staff Records, including minutes and contact report forms, will also be analyzed for patterns and generalizations using the same processes as with other qualitative data.

Data Collection Schedule

Data collection will begin in fall 1984, and continue through spring 1985 (see Figure 2). Data analysis will be ongoing since the program is intended to be responsive to emergent needs. Data analysis will be completed and a final report submitted to the Institute before November 30, 1985.

Interviews will begin prior to school in order to assess attitudes and needs of new and support teachers. Also prior to school, a workshop for

Summer 1984	survey potential satellite participants
August 1-8	contact teachers as identified
	interview teachers & principals
August 9	beginning teacher workshop
August 10	support teacher workshop
August 13	observer training
August 14	observe new teacher orientation
	journals (through August 31)
August 15-16	observe teachers & principals at beginning of school inservice sessions
August 20	1 hr. classroom observation on first day new teachers/ support teachers
August 21-24	1 hr. classroom observation new teachers
	interview new and support teachers
August 27-31	1 hr. classroom observation/ new teachers
September 8-13	2 hr. new teacher workshop-management
September 17-21	1 hr. classroom observation new teachers
September 17	support teacher meeting
September 25	new teacher science workshop (school 42 only)
	journal entries
October 22-26	interview new teachers
November 1-5	journals

Figure 2. MTIP Data Collection Schedule

December 3-7	1 hr. classroom observation new teachers
December 10-14	journals
	interview new and support teachers
January 7-11	journals
February 4-8	journals
Early March	interview new and support teachers
March 4-8	journals
April 1-5	journals
Early April	1 hr. classroom observation new teachers/support teachers
May 6-10	journals
May 13-18	interview new and support teachers
May 23	end of school
Summer, Fall	analyze data/write report

Figure 2. MTIP Data Collection Schedule (cont.)

support teachers in the Concerns-Based Adoption Model and a workshop for both new and support teachers in classroom management will be conducted. Nonparticipant observation and journal entries will commence with these workshops. Classroom observations will begin on the first day of school to assess possible effects of program components. Classroom observations will be scheduled periodically throughout the school year, and interviews will be scheduled to coincide with significant school year events--first grading period, first holiday, and so forth. Journal entries will also continue periodically throughout the year. The Hunt's Paragraph Completion and the Stages of Concern Questionnaire will be administered 2 and 3 times, respectively.

Limitations

This study will be subject to several limitations. The small number of subjects limited to the middle school setting draw into question the generalizability of findings. The close involvement of the MTIP staff with the subjects constitutes intervention into the research site. In order to conduct a responsive program, this intervention cannot be avoided, however, attempts will be made to keep efforts to a minimum.

Anticipated Products

In addition to developing and assessing program components needed to meet stated objectives and answer research questions, the MTIP will also make those program components available to the larger teacher education community for adoption/adaptation. Both the beginning teacher and the employing district are anxious for the new teacher to become a productive professional within the system. This objective can be facilitated through attention to a number of specific and well defined areas during the first year of the teacher's experience. Because the manner in which these areas

or issues are attended is crucial to the professional development of the teacher, it may be important that both content and process be intentionally directed. Ideally, the beginning teacher and the employing district work as partners in developing competency and professionalism. The products proposed in this study are based on these assumptions.

Areas or issues found by research studies to be integral to the effective performance of the new teacher, and processes or methods that have been found to be effective in facilitating teacher development have been included. Each component of the proposed products will be packaged so as to allow for presentation by external personnel or to permit appropriate personnel in a given system to use it as a material resource.

Dissemination--The MTIP Satellite Network

In addition to the production of program components which can be shared, the Model Teacher Induction Project is designed to facilitate dissemination through the maintenance of a network of other institutions interested in teacher induction. In addition to providing input into the MTIP, it is anticipated that some of these institutions may in the future include MTIP components in their own programs, thus providing a setting in which to study the contextual and organizational factors that affect the transfer of program components. To address these goals, the MTIP Satellite Network will be organized and supported. The purpose of the satellite effort is to involve representatives from various institutions who (1) can strengthen the MTIP by contributing their experience working with beginning teachers, (2) are potentially interested in implementing features of the MTIP in their own local setting, and (3) are interested in being involved in future collaborative research endeavors related to the induction of beginning teachers.

A large number of applications to participate were received from local school districts, intermediate education service agencies, state departments of education, institutions of higher education, and professional organizations. Approximately 35 of these institutions were selected to participate in the MTIP satellite effort. The selection committee made every effort to achieve a wide geographic representation of the United States and a balance of different types of institutions with varying degrees of experience working with beginning teachers in different types of settings.

Representatives from the satellite institutions will convene for two conferences in Austin during the 1984-85 school year. The purposes of the conferences are to learn about the induction activities of the various institutions, to inform participants about the MTIP, and to gain their input and suggestions about the development and implementation of the MTIP and future research endeavors related to beginning teachers. The first conference is scheduled for November 1-2, 1984, and the second conference is planned for late April.

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APPENDICES

APPENDIX A

Concerns Questionnaire

Name _____

The purpose of this questionnaire is to determine what you are thinking about regarding your role as a teacher. The items were developed from typical responses of persons who ranged from no knowledge at all with various programs to many years experience. Therefore, many items may be irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 (7)
This statement is somewhat true of me now.	0 1 2 3 (4) 5 6 7
This statement is not at all true of me at this time.	0 (1) 2 3 4 5 6 7
This statement is irrelevant to me.	(0) 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with teaching. We do not hold to any one definition of teaching, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with teaching.

Thank you for taking time to complete this task.

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0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

1.	I am concerned about students' attitudes toward my teaching.	0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what teaching is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their teaching.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about teaching.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of being a teacher on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my teaching.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty related to teaching.	0	1	2	3	4	5	6	7
11.	I am concerned about how my teaching affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about teaching.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions related to my teaching.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of becoming a teacher.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available for teachers.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all that teaching requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18.	I would like to familiarize other departments or persons with the progress of my teaching.	0	1	2	3	4	5	6	7

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0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise my teaching's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify my teaching based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about teaching, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in my teaching.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to teaching.	0	1	2	3	4	5	6	7
26. I would like to know what my teaching will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the effects of my teaching.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by teaching.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about teaching.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement or enhance my teaching.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change my teaching.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am a teacher.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how the potential for my teaching is better than what we have now.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

WHEN YOU THINK ABOUT TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do Not Say What You Think Others are Concerned About, But Only What Concerns You Now.) Please Write in Complete Sentences, and Please Be Frank.

1)

2)

3)

Do not write in this space.

Please place a check by the statement that concerns you most.

APPENDIX B

Concerns Questionnaire

Name _____

The purpose of this questionnaire is to determine what you are thinking about regarding your role related to the induction of beginning teachers. The induction process is generally considered to begin with the introduction of new staff members into the school system and continue until the staff member is well oriented to his/her position. Because the questionnaire attempts to include statements that are appropriate for widely diverse roles, there will be items that appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 (7)
This statement is somewhat true of me now.	0 1 2 3 (4) 5 6 7
This statement is not at all true of me at this time.	0 (1) 2 3 4 5 6 7
This statement is irrelevant to me.	(0) 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with facilitating the induction of beginning teachers. We do not hold to any one definition of what the induction process involves, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement as a facilitator of the induction of beginning teachers.

Thank you for taking time to complete this task. Please feel free to write any comments, reactions, or questions you may have about the items on the questionnaire. Also, use the last page to express any additional concerns you have about the innovation or this questionnaire.

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The University of Texas at Austin

0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

1.	I would like more information about the purpose of this beginning teacher induction program.	0	1	2	3	4	5	6	7
2.	I am more concerned about facilitating use of another innovation/program.	0	1	2	3	4	5	6	7
3.	I would like to develop working relationships with administrators and other change facilitators to better facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
4.	I am concerned because the demands of facilitating the induction of beginning teachers takes so much time.	0	1	2	3	4	5	6	7
5.	I am not concerned about facilitating the induction of beginning teachers at this time.	0	1	2	3	4	5	6	7
6.	I am concerned about how my facilitation affects the attitudes of beginning teachers.	0	1	2	3	4	5	6	7
7.	I would like to know more about facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
8.	I am concerned about criticism of my work with this program.	0	1	2	3	4	5	6	7
9.	Working with administrators and other change facilitators in improving the induction of beginning teachers is important to me.	0	1	2	3	4	5	6	7
10.	I am preoccupied with things other than facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
11.	I wonder whether my facilitating the induction of beginning teachers will help or hurt my relations with my colleagues.	0	1	2	3	4	5	6	7
12.	I need more information about and understanding of how to facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
13.	I am thinking that our current induction of beginning teachers could be modified or replaced with a more effective program.	0	1	2	3	4	5	6	7
14.	I am concerned about facilitating the induction of beginning teachers in view of limited resources.	0	1	2	3	4	5	6	7
15.	I would like to coordinate my efforts with other change facilitators.	0	1	2	3	4	5	6	7

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0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

16.	I would like to know what resources are necessary to facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
17.	I want to know what priority my superiors want me to give to facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
18.	I would like to excite those directly involved in facilitating the induction of beginning teachers about their part in it.	0	1	2	3	4	5	6	7
19.	I am considering use of another innovation or program that would be better than the current induction program.	0	1	2	3	4	5	6	7
20.	I would like to help others in facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
21.	I would like to determine how to enhance my facilitation of the induction of beginning teachers.	0	1	2	3	4	5	6	7
22.	I spend little time thinking about facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
23.	I see a potential conflict between facilitating the induction of beginning teachers and overloading staff.	0	1	2	3	4	5	6	7
24.	I am concerned about being held responsible for facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
25.	Currently, other priorities prevent me from focusing my attention on facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
26.	I know of another program that I would like to see used in place of the current induction program.	0	1	2	3	4	5	6	7
27.	I am concerned about how my facilitating the induction of beginning teachers affects those directly involved.	0	1	2	3	4	5	6	7
28.	Communication and problem-solving relative to facilitating the induction of beginning teachers take too much time.	0	1	2	3	4	5	6	7
29.	I wonder who will get the credit for implementing the beginning teacher induction program.	0	1	2	3	4	5	6	7

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0	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

30.	I would like to know where I can learn more about facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
31.	I would like to modify my mode of facilitating the induction of beginning teachers based on the experiences of the beginning teachers involved.	0	1	2	3	4	5	6	7
32.	I have alternate programs in mind that I think would better serve the needs of our situation.	0	1	2	3	4	5	6	7
33.	I would like to familiarize other departments or persons with the progress and process of facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
34.	I am concerned about finding and allocating time needed for facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
35.	I have information about another innovation or program that I think would produce better results than the one we are presently using.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

WHEN YOU THINK ABOUT FACILITATING THE INDUCTION OF BEGINNING TEACHERS, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now.) Please write in complete sentences, and please be frank.

1)

2)

3)

Do not write in this space

Please place a check by the statement that concerns you most.

APPENDIX C

HUNT'S
PARAGRAPH COMPLETION

Name _____

I. D. # _____

Directions

You are asked to write at least three sentences on each of the topics in this booklet. You should spend no more than three minutes writing on each topic or a total of 15 minues on all five. It might be useful to use a timer or check your watch. Please try to indicate as accurately as possible how you feel about the topic rather than how you think others feel or how you think one should feel. Begin with the first sentence stem. Write for three minutes. Turn the page and write for three minutes on the second topic, and so so. Do not go back over your work. There is no need for editing.

Thank you for your cooperation.

1. What I think about rules...

2. When I am criticized...

3. When someone disagrees with me...

4. When I am told what to do...

5. When I am not sure...

APPENDIX D

MTIP GUIDELINES FOR JOURNALS

Dear Beginning Teacher:

The purpose of this journal is to provide a record of your experiences as a beginning teacher. As a guide for you, we have provided some focusing questions. You need not answer each of these questions in every entry, however, we would like you to consider them each time you write in the journal. Add additional information at your discretion.

1. Describe your discussions, conferences, and other contacts with the support teacher. a) Where did they occur? b) When? c) What was discussed? d) Who initiated the contact?

2. Describe inservice activities you attended which related to induction of new teachers. Reflect on the positives and negatives of those activities. Include activities sponsored by the Model Teacher Induction Project in those reflections.

3. Describe needs or concerns that the support teacher has shared with you.

4. Describe your own needs or concerns as a beginning teacher.

Plan to record an entry in this journal daily through the inservice prior to school and the first two weeks of school. Then, beginning October, and continuing each month for the school year, make daily entries during the first full week of the month. In other words, you will have entries for

October 1-5	January 7-11	April 1-5
November 5-9	February 4-8	May 6-10
December 3-7	March 4-8	

We have provided you with approximately one page per daily entry. Feel free to write more; we will supply more paper. In answering the focusing questions, you may wish to simply address each by number, to compose a "story," or some other alternative. We are interested in the information you share with us, rather than in the form you choose.

At the end of each week of entries, please return the journal pages to the Center in the stamped, self-addressed envelopes provided. The following schedule is meant as a reminder:

August 17	October 5	January 11	April 5
August 24	November 9	February 8	May 10
August 31	December 7	March 8	

If you have questions about journals, please call Susan Barnes at 471-7522.

MTIP GUIDELINES FOR JOURNALS

Dear Support Teacher:

The purpose of this journal is to provide a record of your experiences as a support teacher. As a guide for you, we have provided some focusing questions. You need not answer each of these questions in every entry, however, we would like you to consider them each time you write in the journal. Add additional information at your discretion.

1. Describe your discussions, conferences, and other contacts with the beginning teacher. a) Where did they occur? b) When? c) What was discussed? d) Who initiated the contact?

2. Describe inservice activities you attended which related to induction of new teachers. Reflect on the positives and negatives of those activities. Include activities sponsored by the Model Teacher Induction Project in those reflections.

3. Describe needs or concerns that the new teacher has shared with you.

4. Describe your own needs or concerns as a support teacher.

Plan to record an entry in this journal daily through the inservice prior to school and the first two weeks of school. Then, beginning October, and continuing each month for the school year, make daily entries during the first full week of the month. In other words, you will have entries for

October 1-5	January 7-11	April 1-5
November 5-9	February 4-8	May 6-10
December 3-7	March 4-8	

We have provided you with approximately one page per daily entry. Feel free to write more; we will supply more paper. In answering the focusing questions, you may wish to simply address each by number, to compose a "story," or some other alternative. We are interested in the information you share with us, rather than in the form you choose.

At the end of each week of entries, please return the journal pages to the Center in the stamped, self-addressed envelopes provided. The following schedule is meant as a reminder:

August 17	October 5	January 11	April 5
August 24	November 9	February 8	May 10
August 31	December 7	March 8	

If you have questions about journals, please call Susan Barnes at 471-7522.

BEFORE YOU BEGIN:

1. You will find your I.D. number beside your name on the outside of this notebook. Please use that number to identify your journal entries.

2. If you have never used double carbon paper please be aware that the pressure from your pen may copy on to three or four pages. To avoid this, simple insert the provided cardboard page behind what should be your carbon copy.

3. If you receive these materials after your job responsibilities have begun, please try to recall as many events as possible and record the details in your first few entries.

4. If you need additional materials or have questions about the journal or study, please call Susan Barnes or Sara Edwards at 471-7522.

APPENDIX E

Teacher Induction Study

Observation Narrative

Time	

State_____ District_____ School_____

Teacher_____ Observer_____ Date_____Page___of___

Order of Events

Time	Events/Activities	Materials Used	Leader Name/ Institutional Role	Participant Behavior

State_____ District_____ School_____

Teacher_____ Observer_____ Date_____Page___of___

Nonparticipant Observation Report

1. What is the induction activity (workshop, conference, etc.)?

2. What is the purpose of the induction activity?

3. Who is involved?

4. What are their institutional roles?

5. How many are involved?

6. Where is the induction activity taking place? (Describe the physical character of the setting.)

7. When is the induction activity taking place? (Time of day; if the activity is occurring in relation to other inservice or school day activities, describe those activities, briefly.)

State_____ District_____ School_____

Teacher_____ Observer_____ Date_____Page___of___

APPENDIX F

Guidelines for Interviews

1. Try to find a quiet place for the interview. Background noises are remarkably easy to pick up on the tape.

2. Visit briefly, share small talk before beginning interview. Place volume control in the middle range. If the interviewee seems uneasy with the tape recorder, I usually say that the tape recorder insures accuracy and is much quicker than my writing answers to questions.

3. Ask the question as stated. If the respondent is unable to answer after a reasonable pause and looks perplexed, or if the respondent asks for clarification, then reword the question.

4. In some cases, a probe has been indicated for a question. The purpose here is to try to get information indicated in the probe if the interviewee has not already included that information in the answer. The probe can also be used to elicit expansion of the initial response.

5. Ask for specific examples whenever possible.

(Susan Barnes, August 1984)

NT Interview 1

Introduction

1. Why did you decide to be a teacher?

2. What do you think you will do best as a teacher?

3. What do you think you will find most difficult when teaching?

Planning

4. What grade and subjects will you be teaching this year? What do you want your students to accomplish this year? What do you think students should learn in (subject and grade level taught by teacher here, i.e., 8th grade reading)? Have you made decisions yet about content coverage through the year? If so, when did you make those decisions? (e.g. What topics will you cover in fall, in spring?)

5. What do you plan to do in your classes during the first few days of school? (Probe for (a) managerial issues, (b) attention to academic content, (c) work requirements, and (d) rules and procedures.)

Evaluation

6. Describe your personal views of grading and evaluation of pupils. Have you decided on a grading system? If so, describe it. (Probe for components like tests, homework, and the weight attributed to each.) Where did you acquire ideas used for your grading system?

Classroom Management

7. Have you thought about rules and procedures for your classroom? If so, describe them. Where did you acquire the ideas for these rules and procedures?

Preparation

8. Describe your preparation and experience in these areas. (Ask for specific examples.)

   a. Instructional skills

   b. Planning (longterm, unit, and lesson planning)

   c. Diagnosis of learner needs

   d. Assessment and evaluation

   e. Content area (subject matter specialization)

   f. Classroom management

   g. Knowledge of curriculum (grade level/subject matter specific)

   h. Working with

      1. students

      2. parents

Needs Assessment

9. In which of these areas are you most confident? In which are you least confident?

Context

10. Tell us what you know about the school, its students, the principal, and the faculty. (Probe for how they gained this information.)

Why are you teaching at this school?

MTIP Program

11. You have agreed to participate in the Model Teacher Induction Project. Why?

New Teacher Interview 2

August 21, 1984

1. Monday was your first day of teaching. How did it go?

   a. What was your impression of the students? Are they like you expected them to be?

   b. What did you know about the students before they came into your classroom for the first day of school?

   c. How did you become aware of this information?

   d. What is your impression of the school principal, faculty?

   e. What did you like best about your first days?

   f. Describe any problems that have occurred.

2. How did you plan and prepare for your first day of teaching?

   a. What were your plans for managing student behavior? How did they go? After having experienced the first days, would you now change your plans? If so how? If not, why not? (If informant had no plans for behavior management, ask: What do you plan to do when students misbehave?)
   (Ask for copies of rules and procedures if distributed)

b. What were your plans for academic instruction? How did they go? After having experienced the first days, would you now change your plans? If so, how? If not, why not?

c. Did you discuss your plans with anyone? If so, who and why did you chose to do so?

d. Other than your discussion with _____, did you turn to anyone for help while planning? If so, who and why?

3. How did your professional training (i.e., your undergraduate training program) prepare you for your first days of teaching?

   a. What specific courses proved to be especially helpful? (Probe for contributions of student teaching.)

   b. Do you have suggestions for improving preservice training, especially in regard to beginning of school?

4. You participated in "teacher-meetings" prior to the opening day of school. How did these meetings prepare you for your first day(s) of teaching? What specific ideas or resources have you adopted from those meetings? (Probe for contributions of MTIP workshop, strengths, suggestions for improvement.)

5. In the first interview we asked you to describe the curriculum for your subject and grade level. What can you add to that description?

6. Are there school-wide student behavior requirements for (school)? If so, please describe them. What are the consequences?

7. How did you become aware of these behavior requirements and the consequences? In addition to what we have already discussed, what instructions, directions, or help have you received?

8. Now that school has started, are there aspects of your responsibilities about which you would like more information or more training?

9. Is there any information you would like to add to this interview?

Thank you for your help.

ST Interview 1

Introduction

1. Why did you decide to become a teacher?

2. Are the subjects and grade levels you will be teaching the same as last year? Is there anything new about your teaching situation this year? If so, what?

3. Do you have new responsibilities this year?

4. Have you conducted or helped conduct staff development activities for other teachers? If so, describe.

Setting

5. Describe or characterize (school). (Probe for knowledge of students, faculty and principal.)

6. Why are you teaching at (school)?

7. Is the school environment supportive of new teachers? In what ways is it (not) supportive?

Buddy Teacher

8. When you began teaching, did you have a buddy teacher?

   As a beginning teacher, what did you find most difficult? What was easy?

9. Have you been a buddy teacher in the past? (If yes...) When? What were your responsibilities? Describe some of your activities as a buddy teacher. What were the most positive features of the buddy system? What were the weaknesses?

10. In your role as a support teacher, what workshops, resources, or information do you think would be helpful to you?

Planning

11. What grade and subjects will you be teaching this year? What do you want your students to accomplish this year? What do you think students should learn in (subject and grade level taught by teacher here, i.e., 8th grade reading)? Have you made decisions yet about content coverage through the year? If so, when did you make those decisions? Describe your plans for the subject matter.

12. What do you plan to do in your classes during the first few days of school? (Probe for (a) managerial issues, (b) attention to academic content, (c) work requirements, and (d) rules and procedures.)

Evaluation

13. Describe your personal views of grading and evaluation of pupils. Have you decided on a grading system? If so, describe it. (Probe for components like tests, homework, and the weight attributed to each.) Where did you acquire ideas used for your grading system?

Classroom Management

14. Have you thought about rules and procedures for your classroom? If so, describe them. Where did you acquire the ideas for these rules and procedures?

MTIP Program

16. You have agreed to participate in the Model Teacher Induction Project. Why?

Draft 8-7-84

(First of School)

Support Teacher Interview 2

1. This week is the first week of the new school year. How is it going?

   a. How did this beginning of school compare with other beginnings?

   b. What was your impression of the students?

   c. What did you know about the students before they came into your classroom for the first day of school?

   d. How did you become aware of this information?

   e. What did you like best about this week?

   f. Describe any problems that have occurred.

2. How did you plan and prepare for your first day of teaching?

   a. What were your specific plans for managing student behavior? After having experienced the first days, would you now change your plans? If so how? If not, why not? (If teacher had no plans for behavior management, ask: What do you plan to do when students misbehave?)

b. What were your specific plans for academic instruction? After having experienced the first days, would you now change your plans? If so, how? If not, why not?

c. Did you discuss your plans with anyone? If so, who and why did you chose to do so?

d. Other than your discussion with _____, did you turn to anyone for help while planning? If so, who and why?

3. You participated in "teacher-meetings" prior to the opening day of school. How did these meetings prepare you for your first day(s) of teaching? What specific ideas or resources have you adopted from those meetings? (Probe for contributions of MTIP workshop, strengths, suggestions for improvement.)

4. In the first interview we asked you to describe the curriculum for your subject and grade level. What can you add to that description?

5. Are there school-wide student behavior requirements for (school)? If so, please describe them.

Support Activities

6. Now that school has started, are there aspects of your responsibilities as a support teacher about which you would like more information or more training?

7. Has the new teacher mentioned any needs or concerns this week that could be addressed by the Model Teacher Induction Project?

8. Have you noticed areas where the new teachers could benefit from additional information, resources, or training?

9. Is there any information you would like to add to this interview?

Thank you for your help.

APPENDIX G

MTIP

MTIP Classroom Activity Record

Teacher #_____ Period #_____ School #_____ Subject #_____ Date_____

# of SS_____ # Adults_____ Grade_____ Observer #____ Page___ of ___

Activity Code	# Min	SERs	Time Points	Descriptive Notes
				1.
				2.
				3.
				4.
				5.
				6.
				7.
				8.
				9.
				10.
				11.
				12.
				13.
				14.
				15.
				16.
				17.
				18.
				19.
				20.
				21.
				22.
				23.
				24.
				25.

STUDENT ENGAGEMENT RATINGS

Teacher #_____ Period #_____ School #_____ Subject #_____ Date_____

# of Ss_____ # Adults_____ Grade_____ Observer #_____

	1	2	3	4
Time				
Activity Code				
# Visible Students				
# On-task, acad.				
# On-task, proc.				
# Off task				
# Dead time				

	1	2	3	4
Time				
Activity Code				
# Visible Students				
# On-task, acad.				
# On-task, proc.				
# Off task				
# Dead time				

MTIP

MTIP COMPONENT RATINGS

Teacher #____ Period #____ School #____ Subject #____ Date_____

# of Students ____ # of Adults ____ Grade ___ Observer #___

1. Instructional Management

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Materials are ready

5 4 3 2 1 c. Clear directions

5 4 3 2 1 d. Waits for attention

5 4 3 2 1 e. Encourages analysis, builds reasoning skills

5 4 3 2 1 f. Clear explanations and presentations

5 4 3 2 1 g. Monitors student understanding

5 4 3 2 1 h. Consistently enforces work standards

2. Rules and Procedures

5 4 3 2 1 a. Efficient administrative routines

5 4 3 2 1 b. Appropriate general procedures

5 4 3 2 1 c. Suitable routines for assigning, checking, and collecting work

5 4 3 2 1 d. Efficient opening and closing routines

3. Meeting Student Concerns

5 4 3 2 1 *a. Student success

5 4 3 2 1 b. Attention spans considered in lesson

4. Managing Pupil Behavior

5 4 3 2 1 *a. Rewards appropriate performance

5 4 3 2 1 b. Consistency in managing behavior

5 4 3 2 1 c. Effective monitoring

5. Disruptive Pupil Behavior

5 4 3 2 1 *a. Amount of disruption

5 4 3 2 1 *b. Source of disruption

5 4 3 2 1 c. Timeliness

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Desist

5 4 3 2 1 f. Criticism

5 4 3 2 1 g. Penalty

5 4 3 2 1 h. Ignores

6. Inappropriate Student Behavior

5 4 3 2 1 *a. Amount

5 4 3 2 1 *b. Source

5 4 3 2 1 c. Timeliness

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Desist

5 4 3 2 1 f. Criticism

5 4 3 2 1 g. Penalty

5 4 3 2 1 h. Ignores

7. Classroom Climate

5 4 3 2 1 a. Conveys value of curriculum

5 4 3 2 1 b. Students are task oriented

5 4 3 2 1 c. Relaxed, pleasant atmosphere

8. Miscellaneous

5 4 3 2 1 a. Distracting mannerisms

4 3 2 1 0 *b. Externally imposed interruptions

5 4 3 2 1 c. Manages interruptions

5 4 3 2 1 *d. Participation in discussion/recitation

APPENDIX H

MODEL TEACHER INDUCTION PROGRAM

Contact/Event Report

Name_____ Date_____

Nature of Contact/Event:

____Attached Correspondence ____Event:_____
(Specify)

____Other Communication_____ ____Telephone Call to _____
(Specify)

____Telephone Call from_____ ____Other_____

* * * *